

School No.: 563153

Quality Review Report (Translated Version)

The Salvation Army Wo Che Nursery School

**Bays 101-114, G/F, Tak Wo House, Wo Che Estate,
Shatin, New Territories**

4, 5, & 7 October 2021

**Kindergarten Inspection Section
Education Bureau**

Education Bureau
The Government of the Hong Kong Special Administrative Region (2022)

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Dates of Quality Review: 4, 5, & 7 October 2021

- School met the standards of Quality Review**
- School did not meet the standards of Quality Review**

School Performance

1. Promoting Continuous Development of School

- 1.1 The school has the full support from the sponsoring body and is provided with guidance and advice on its work regarding administrative management, curriculum and child care. It is committed to enhancing its education quality and promoting sustainable development. The school maintains close liaison with other affiliated schools. Task forces are set up among the schools to facilitate handling of various tasks for promoting work effectiveness through exchange. The school has a clear organisation structure and delineation of duties, enabling staff to perform various tasks effectively. The school attaches importance to the professional growth of the teaching team. Apart from arranging teachers to take part in a diverse range of internal and external training activities according to their needs, it also allows them to deal with tasks in different areas and aspects so as to broaden their horizons. The school disseminates information to teachers and collects their opinions through numerous channels, and encourages communication and collaboration among the team. In recent years, the teaching team has become more stable with good team work among teachers, which is conducive to imparting knowledge and experiences. Teachers and the school embrace a common vision for promoting the school's sustainable development together.
- 1.2 The school has a mature school self-evaluation (SSE) mechanism. It implements fully the cyclical SSE concept of planning, implementation and evaluation in different tasks. The school reviews its context holistically and takes into consideration the needs and views of different stakeholders to decide the direction of the development plans. Teachers are conscientious in planning activities. They conduct evaluation after the activities to see whether the expected goals can be achieved, and take the initiative to consider ways for further improvement. The major concerns of the school in recent years has been putting emphasis on enhancing children's exploratory spirit through incorporating relevant elements into project learning, play activities and "Nature and Living". The school strategically devises

its curriculum planning and environment set-up. Related parents activities are also integrated to enhance the effectiveness of the plans.

- 1.3 The school accepts and cares about children's diverse needs. It assigns designated staff to coordinate the related work. It also maintains close collaboration with parents and external organisations and utilises various resources flexibly to provide comprehensive and appropriate support for the children in need. Multiple channels are set up for parents to learn children's performance and understand the work of the school including the development plan in a timely manner. Parents recognise and support the school's work and actively cooperate with the school to facilitate its sustainable development. The school values home-school cooperation with the parent-teacher association acting as a bridge of communication to listen to parents' opinions and understand their thoughts and needs, thereby devising suitable strategies such as organising parent seminars and workshops to enhance their competence in parenting. The school also sees parents as partners and pulls together their efforts to assist in the implementation of different tasks.

2. Learning and Teaching

- 2.1 The school devises its school-based curriculum by making reference to the curriculum outline of the sponsoring body and adopting learning content that fits children's interests and life experiences. Real-life themes are adopted for guiding children to explore and construct knowledge using project approach. The school also makes good use of the environment and community resources in organising theme-related activities to enrich children's learning experiences. The curriculum is comprehensive and covers all learning areas. As for the daily schedule, the school allocates sufficient time for children to take part in music, physical, art and free choice activities every day, providing them with balanced learning experience. The overall curriculum arrangement is appropriate in general. Nevertheless, some content on language and early childhood mathematics in the second term of K3 and the learning content of the primary one experiential activities are rather difficult, which are not able to meet the abilities and developmental needs of children. The school must review and adjust such arrangements.
- 2.2 The school has a clear mechanism on the assessment of child learning experiences, in which the assessment content is comprehensive and in line with the curriculum objectives. The school assesses and records children's performance through

continuous observation. Learning portfolios are set up for keeping children's development record systematically. Teachers observe the process of children engaging in activities and extract their dialogues in order to analyse their learning performance in details for parents' reference. Every school term, the school summarises the learning and development of children and provides suggestions based on their developmental needs in an effort to help parents follow up on and support children's learning, with a view to promoting children's all-round development. The school is able to make reference to and analyse children's assessment information to inform the design of learning activities and overall curriculum planning.

- 2.3 After analysing and understanding children's learning situation, the school continues to regard enhancing children's exploratory abilities as its major concern in this school year. At the beginning of the school term, teachers purposefully select themes which are closely related to "Nature and Living" when preparing the curriculum outlines. They conduct project learning with children aiming to provide them with more exploratory opportunities, hence arousing their curiosity towards the natural environment. The school also enriches the nature corner by incorporating more elements of "Nature and Living" to encourage children to explore with multiple senses. Children are taken to outdoors to experience the weather of autumn and observe fallen leaves. They are also invited to be plant carers of the school garden to learn to take care of and observe the plants. The development plan is in the right direction, which can provide opportunities for children to pay more attention to their surroundings and the natural environment. Building on this sound foundation, teachers may further facilitate children to construct knowledge through thinking, manipulating and integrating the experiences on their own. Teachers may also aptly follow up on children's discoveries and responses such as making good use of questioning to extend children's learning.
- 2.4 The school has put in place a well-developed mechanism for curriculum coordination, monitoring and review. At the beginning of the school term, teachers of all grade levels collaborate to plan the themes and content of that school term. They make timely adjustment according to children's needs and learning progress. Teachers conduct reflections on teaching activities regularly in order to evaluate the effectiveness and hence informing the activity design. The management demonstrates its leadership role; it monitors the daily implementation of the curriculum by means of scruntising teaching documents, attending meetings,

conducting lesson observations and classroom walkthroughs. The school establishes various sharing platforms at which teachers take initiative to invite experienced teachers to give advice on the activity design, teaching skills and so forth. Experienced teachers also provide teaching demonstration for new teachers to observe as a means to enhance their teaching skills. The teaching team has created a sharing and learning culture which is effective to promote its professional growth.

- 2.5 The school flexibly deploys its venue. Different school spaces are used to the full extent for children to engage in different kinds of activities. Teachers set up the environment to tie in with the themes of project learning to help children extend their learning. As observed, K3 children are taking part in project learning with the theme of “autumn”. During free choice activities, they engage in imaginative play with peers by making a barbeque pit and cooking food together in the imaginative barbeque zone, enjoying the fun of barbecue in autumn. During the process, children are involved in their acting role. They interact with peers and have great fun in the activity. The selected books of the reading corner in classrooms are related to the theme. The setting of the reading corner is cosy, which can attract children to read therein. Besides, there are different learning corners in classrooms providing diversified and manipulative teaching aids for children to manipulate and explore. The rules of activities are clearly defined, and materials are orderly displayed for children to use during free choice activities. The above practices are conducive to children’s learning.
- 2.6 Teachers are conscientious in their teaching duties. They put much effort to prepare lessons. Pictures, books, self-made teaching aids are used to assist in teaching so as to stimulate children’s learning motivation and enhance their learning interest. From observation, teachers have good communication skills and their instructions are clear and systematic. When designing and conducting music activities, teachers are able to associate the content with interesting scenarios to get children involved in the activities. The songs are also carefully selected that the melodies can dovetail nicely with the scenarios and attract children to perform rhythmic movements. When conducting physical activities, teachers can explain and demonstrate the movements clearly to help children grasp the relevant skills.
- 2.7 Children are engaged in school life and interested in learning. They take the initiative to participate in school activities, listen to teachers’ explanation attentively, and are eager to respond to teachers’ questions. They are bold to express their own thoughts and willing to share with their peers, showing good verbal expression and

social skills. Children take part in different kinds of activities in an orderly manner. After activities, they tidy up on their own and place the materials back to their places. They also wash their hands spontaneously and dispose the unwanted wastes properly, displaying good personal hygiene habits and self-care abilities in general.

3. Recommendations for Enhancing Self-improvement of School

The school has laid a solid foundation in different areas of work. It is suggested that the school could continue to make good use of SSE, along with the sharing and learning culture of the team to promote its sustainable development. Nevertheless, the school is required to review the appropriateness of some learning content in the second school term for K3 children, and revise those learning content accordingly, in order to meet the abilities and developmental needs of children.